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ABSTRACT

This document is designed to support teachers in the use of instructional materials related to contemporary Germany. The materials in this guide provide the basis for a one-day, 5 hour inservice session. The workshop agenda begins the guide and sets out the schedule of times for different activities and instruction. The suggested format can be modified to meet the needs of individual workshop leaders, various audiences, and different time frames. Transparencies of the agenda and workshop objectives are included. The workshop has three objectives for participants: (1) increase their awareness and understanding of developments in contemporary Germany; (2) review instructional materials for use in middle and high school classrooms; and (3) examine plans for implementing an inservice workshop at the building or district level. The introduction period of the agenda includes name cards, a people search, and a map. A section for setting the stage has activities for exploring the reasons for studying Germany, the geographic setting, and the historical setting. Another period deals with the instructional unit. It includes a scavenger hunt, an explanation of the structure of the lessons, and a sample lesson on German unification. The afternoon sessions deal with support materials, planning and implementing local workshops, and a wrap up and questions section. Other available materials include the "One Nation Undivided" video; "The Week in Germany"; "Focus on Germany"; and newspapers; news magazines; and miscellaneous sources. Worksheets, procedures, and transparencies accompany each section. A materials request card and workshop evaluation conclude the guide. (DK)

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GUIDE
for
WORKSHOP LEADERS

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GERMANY
The Search for Unity

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FOREWORD

The material found in this "Guide for Workshop Leaders" is designed to support teachers in the use of instructional materials related to contemporary Germany. The manual was developed for Goethe House New York by Dr. Glen Blankenship, Social Studies Coordinator for the Gwinnett County, Georgia, Public Schools.

The materials in this guide provide the basis for a one-day, five hour inservice session. The suggested format can be modified to meet the needs of individual workshop leaders, various audiences, and different time frames.

Workshop leaders are encouraged to:

- use the material flexibly, taking advantage of personal strengths and creative abilities;
- incorporate or substitute alternative activities when past successful experiences, audience needs or other available instructional resources make such changes desirable.

WORKSHOP AGENDA

8:30 - 9:00	Registration and Coffee - Begin "People Search"
9:00 - 9:05	Welcome and Orientation Why are we here? - Workshop Objectives
9:05 - 9:25	Introductions Who are we? - Name Cards - People Search - Map
9:25 - 10:30	Setting the Stage Why study Germany? - Brainstorming - Perspective Taking - "Photograph Interpretation" - "Impressions of Germany and Germans" What is the geographic setting? - Comparative Map Transparencies What is the historical setting? - "The Berlin Connection" video - Quiz
10:30 - 10:45	Break
10:45 - 12:00	The Instructional Unit How is Germany: The Search for Unity organized? - Scavenger Hunt - Structure of Lessons - Sample Lesson "German Unification"
12:00 - 1:00	Lunch

1:00 - 2:15	Support Materials What other materials are available? - "One Nation Undivided" video - The Week in Germany - Focus on Germany - Newspapers, newsmagazines, etc.
2:15 - 2:45	Planning and Implementing Local Workshops How can I share these materials with colleagues?
2:45 - 3:00	Wrap Up and Questions Where do I go from here?
	Workshop Evaluation

WELCOME AND ORIENTATION

Time Frame: 5 minutes

Materials:
- Workshop Agenda (1 copy per participant)
- Workshop Objectives (1 transparency)

Step 1: Open the workshop by welcoming the participants to the workshop on Germany, sharing the objectives of the workshop with the participants, and inviting them to ask questions or make comments at any time.

Step 2: Briefly review the agenda to give a general overview of the flow of the program. Orient participants to the location of the restrooms and telephones.

WORKSHOP AGENDA

8:30 - 9:00	Registration and Coffee
9:00 - 9:05	Welcome and Orientation Why are we here?
9:05 - 9:25	Introductions Who are we?
9:25 - 10:30	Setting the Stage Why study Germany? What is the geographic setting? What is the historical setting?
10:30 - 10:45	Break
10:45 - 12:00	The Instructional Unit How is Germany: The Search for Unity organized?
12:00 - 1:00	Lunch
1:00 - 2:15	Support Materials What other materials are available?
2:15 - 3:00	Wrap Up, Questions, Evaluation Where do I go from here?

WORKSHOP OBJECTIVES

Participants will . . .

- increase their awareness and understanding of developments in contemporary Germany.
- review instructional materials for use in middle and high school classrooms.
- examine plans for implementing an inservice workshop at the building or district level.

INTRODUCTIONS

Time Frame: 10 Minutes

Materials:
- Name Cards (1 per participant)
- Name Card Transparency
- People Search (1 per participant)
- Wall Maps of Germany (Political and Physical)

Step 1: To build relationships among participants (and to help them learn more about one another than their names) distribute name cards to each partcipant and give them the following assignment by saying:

a. In the center of the card write your first name large enough to be read at some distance.
b. In the upper left-hand corner, write the names of two places: where you were born and your favorite place.
c. In the upper right-hand corner, write a word or short phrase that comes to mind when you hear the word "Germany."
d. In the lower left-hand corner, write two facts and a clever lie about yourself. They can be personal characteristics or activities you have done, but try to fool others with one of them.
e. In the remaining corner (lower right), write a brief phrase that describes how you think your students can benefit from learning about Germany.

Display the Name Card Transparency to give a quick summary of what the participants should be putting on their cards. Monitor to see that they all understand what to do. When they finish, ask participants to introduce themselves to the workshop participants at their table by "explaining" the card.

Step 2: Provide participants the opportunity to mill around the room and complete the "People Search" activity begun during the registration period. This activity will serve two purposes: (1) provide an opportunity for participants to meet one another, and (2) establish a mind-set related to Germany.

Debrief this activity by asking participants "who was able to sign off that they . . ." Have the respondents introduce themselves and then tell about their response. The workshop leader can use this as an opportunity to elaborate on each topic and determine what participants already know.

Step 3: To introduce the wall maps and model their use, refer to the maps when participants respond to squares 2, 4, 5, 7, 9, 11 and 12

Example:

SQUARE	MAP USE
2, 5	Identify the 16 "Lander" or "States"
4	Locate ancestral homes
7, 11, 12	Locate the cities
9	Locate places visited

The physical map could be used by participants who have visited Germany to describe topography of various regions. The two maps can be compared to determine how geography influenced the establishment and growth of selected cities.

GERMANY
The Search for Unity

Place of Birth
and
Favorite Place

"Germany" Brings
to Mind . . .

FIRST NAME

Three Facts
(Two true and one
false)

How Students Can
Benefit From Studying
Germany

PEOPLE SEARCH

DIRECTIONS: Find someone who can sign-off on one of the following tasks. A colleague may sign only <u>one</u> of the tasks on your sheet.

1 Name the current Chancellor of Germany _____	**2** Explain the meaning of "11 + 5 = 1" _____	**3** Name the two houses of the German legislature _____
4 Has German ancestry _____	**5** Name three German La:ider _____	**6** Explain the significance of October 3, 1990 _____
7 Distinguish status of Bonn and Berlin _____	**8** Has experience planning and leading workshops for teachers _____	**9** Has visited Germany _____
10 Explain the significance of November 9, 1989 _____	**11** Name five major cities in Germany _____	**12** Identify the year of the Munich Olympic Games _____

SETTING THE STAGE

Time Frame: 65 minutes (detailed below)

Materials:
- "Reasons for Studying The Federal Republic of Germany" Transparency
- "Statue of Liberty" Transparency
- "Brandenburg Gate" Transparency
- "Impressions of Germany and Germans," (Lesson 1, pages 1-2, from instructional unit Germany: The Search for Unity)
- "Comparing Cultures" Transparency
- "The Berlin Connection" video and quiz
- Comparative Map Transparencies

Step 1: (5 minutes) Lead a brainstorming session by asking participants to generate a list of reasons for studying Germany. The workshop leader should record reasons stated by participants on a chalkboard, flip-chart or overhead projector. If you need help getting them going, a "starter list" of reasons can be found on page 11 of this manual.

Step 2: (20 minutes) Another reason for studying Germany is to provide students a look at events from the perspective of a different culture. To dramatize this point, project the transparency of the Statue of Liberty and ask participants to jot a list of adjectives describing their reaction to the picture. When they finish, ask them to share their responses.

Repeat the activity by showing the transparency of the Brandenburg Gate, generating a second list of adjectives, and asking participants to share these responses. Debrief the activity by comparing the two lists of adjectives. Generally, the lists differ in that the Statue of Liberty elicits words of emotion and patriotism, while the Brandenburg Gate will elicit words which are less emotional and more factual descriptions. A German responding to these same photographs would probably respond in a reverse manner.

Stress to participants that being able to see issues and events from multiple perspectives helps us better understand our own perspective. Indeed, many citizens from the former GDR view issues related to German unification differently from citizens of the former West Germany.

Teach the lesson "Impressions of Germany and Germans" from the instructional unit Germany: The Search for Unity. The lesson implementation strategy and materials needed are found on pages 1 and 2 of the unit . This will provide a view of the perspective of the workshop participants related to some U.S./ German issues.

Use the "Comparing Cultures" transparency to put closure on perspective taking and comparative studies.

Step 3: (10 minutes) Use the Comparative Map Transparencies found in the Search for Unity materials to review Germany's geography, its location in Europe, and its location and size relative to the United States.

Step 4: (30 minutes) Show the video "The Berlin Connection" and debrief by asking such questions as:

- What did you learn from the video that you didn't know before?
- What things did you find of particular interest?
- What are some ideas for using the video in the classroom?
- How could students benefit from seeing the video about Berlin?

WHY STUDY GERMANY?

- Germany is a key participant in an emerging United Europe.
- Germany is the major industrial nation in Europe and one of the leading exporting nations in the world.
- Contemporary Germany and the United States of today, leading capitalist nations, have common problems; a comparative analysis can help both nations find appropriate solutions.
- Germany is located in the geographic center of Europe with political, economic, and social windows that open east and west.
- Germany is the ancestral home of millions of immigrants to the United States.
- Germany can be examined as a case study of post World War II reconstruction and a microcosm of "Cold War" conflict and dissolution.
- Germany has a legacy of literary, political, cultural, and scientific thought that has impacted western civilization.

WHY STUDY GERMANY?
Transparency Notes

When using the associated transparency, the following additional information may be helpful for illustration and example in elaborating on individual reasons for German study.

Germany is a key participant in an emerging United Europe.
The 12 member states of the European community have set 1992 as the deadline to abolish remaining barriers to internal trade. By entering into partnership with each other, the 12 nations want to promote democracy, peace and equalized prosperity. The Federal Republic of Germany has been a prime mover in this union. Historically, it was a charter member, in 1957, of the European Economic Community (Common Market). As the leading industrial nation in this evolving partnership of western European nations, Germany has pressed for the free flow of people, goods, services and capital.

Germany is the major industrial nation in Europe and one of the leading exporting nations in the world.
Germany is the major industrial nation in Europe and one of the leading exporting nations in the world. In 1987, over 294 billion dollars of goods and services were sent to foreign markets. By contrast, the United States exported 250.4 billion and Japan 231.1 billion during this time span. The International Monetary Fund noted that during 1987 France was a distant fourth with foreign trade equaling 148.3 billion in U.S. dollars.

Contemporary Germany and the United States of today, leading capitalist nations, have common problems; a comparative analysis can help both nations find appropriate solutions.
Industrial nations have to deal with economic, ecological and social problems. Every nation will have to find its own solutions, but in an interdependent world market place every nation can benefit from working together towards common solutions.

Germany is located in the geographic center of Europe with political, economic, and social windows that open east and west.
Economically, politically and socially Germany is at the mid-point of western Europe. Germany is bordered on the north by Denmark, on the east by Czechoslovakia and Poland, on the south by Austria and Switzerland, and on the west by France, Luxembourg, Belgium and the Netherlands. The key point to stress is that those windows open both ways and that Germany has much in common with her neighbors under Soviet influence. [Germany is roughly the size of the state of Montana (West Germany was approximately the size of Oregon; East Germany was approximately the size of Georgia)].

Germany is the ancestral home of millions of immigrants to the United States.
Germans have migrated to the United States for centuries. Today, approximately 35% of all U.S. citizens trace their ancestry to Germany.

Germany can be examined as a case study of post World War II reconstruction and a microcosm of "Cold War" conflict and dissolution.
Germany, and Berlin in particular, is a microcosm of east/west tension, differences, and change. You may wish to use a historical perspective that examines agreements made during and after the war that divided Germany and Europe. You may also wish to highlight the Berlin Airlift, 1948-49 and the construction of the Berlin Wall, 1961.

Germany has a legacy of literary, political, cultural, and scientific thought that has impacted western civilization.
To name a few, Thomas, Mann, Schiller, Nietzsche, Goethe, Luther, Brecht, Boll, Max Frisch, Heine, Lessing, Hegel . . . not to mention the cultural impact of Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn and the Bauhaus (Gropius).

*This activity adapted from Mike McKinnon, "Wisconsin German Studies Project," 1988.

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GERMANY
The Search for Unity

TRANSPARENCY

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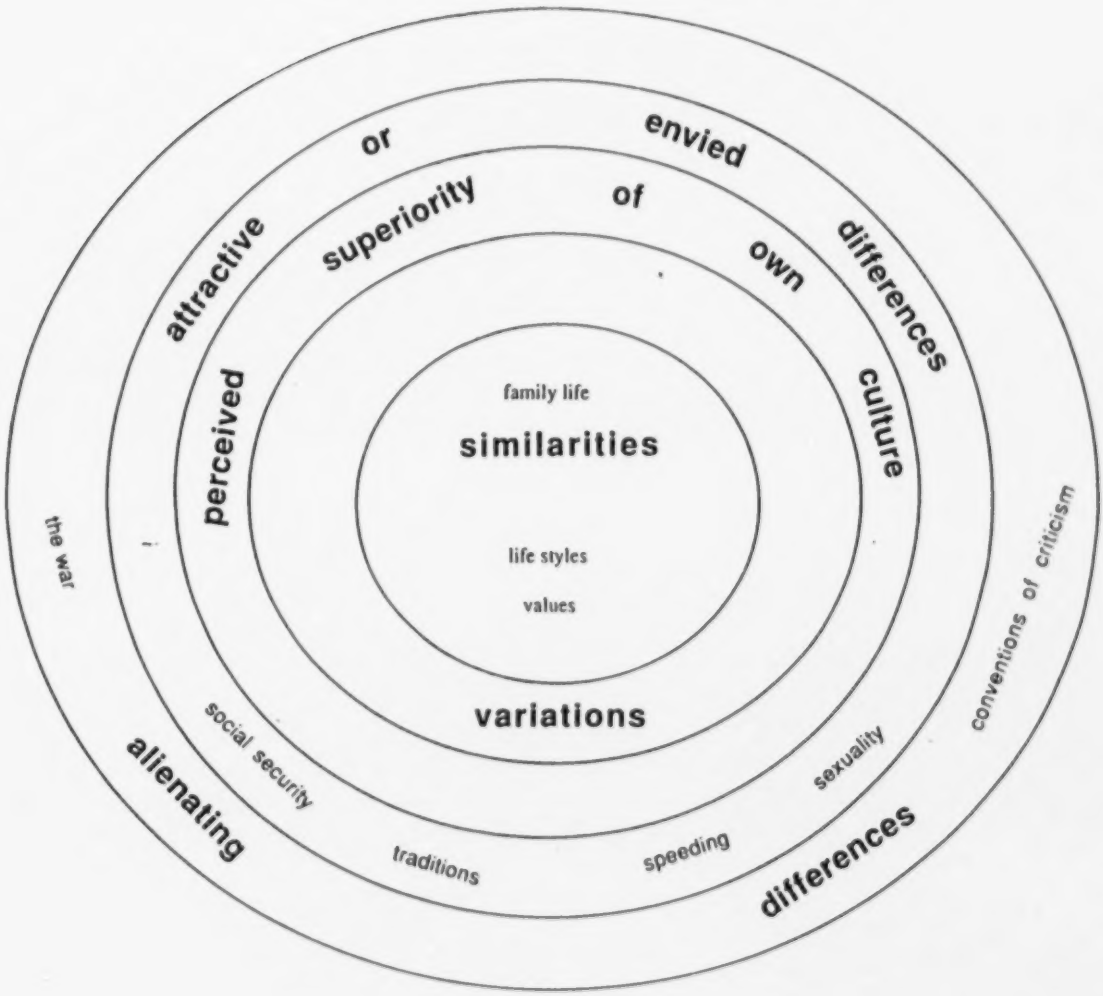
COMPARING CULTURES



developed by: Martin Seletzky, Ohio Department of Education.

THE INSTRUCTIONAL UNIT

Time Frame: 75 minutes

Materials:
- Instructional Unit (1 per participant)
- Scavenger Hunt Worksheet (1 per participant)
- "Structure of the Lessons" Transparency
- "Lesson Analysis" Worksheet (12 transparencies)

Step 1: (20 minutes)
Distribute the lessons and give participants a few minutes to look through the materials. In an effort to familiarize themselves with the materials, they are going to go on a "Scavenger Hunt". Distribute the Scavenger Hunt worksheets for each participant to complete. Debrief by asking such questions as:
- Did you learn something new about Germany?
- Are the lessons organized in a format which is easy to follow?

The workshop leader should review the answers to the Scavenger Hunt and refer to the unit's Table of Contents for a general overview of the unit. The "Structure of the Lessons" transparency can be used to explain the format of the lessons.

Step 2: (35 minutes)
Divide the workshop participants into twleve groups (one group for each of the 12 lessons in the unit). Assign a different lesson to each group to read and evaluate using the questions on the "Lesson Analysis" worksheet. Have each group prepare a one minute synopsis of the lesson to share with the group. Each group should record its answers on the transparency and select a member of the group to report to the entire audience. This will provide all participants with an overview of the lessons.

Step 3: (20 minutes)
Teach the lesson "German Unification" from the instructional unit (Government, Lesson 9). The lesson implementation strategies and materials needed are found on pages 45-56.

SCAVENGER HUNT

DIRECTIONS: Use your copy of the unit to answer the following questions.

1. How many topics are addressed in the unit? How many lessons?

2. On what page would you find a map of the world? What is the purpose of the map?

3. Which lesson contains a series of five maps showing the development of Germany from 1810 until the present?

4. How many lessons are there on the economy of contemporary Germany?

5. On what pages would views on German unification from around the world be found?

6. What recommendation is made for the use of the student handout on page 44?

7. Who is the "Anne" referred to in Government, Lesson 9?

8. Which lesson centers around a decision-making/role play activity on acid rain legislation?

9. How many policy issues are listed in the Contemporary Issues lesson?

10. Are there restrictions placed on the duplication of these lessons?

SCAVENGER HUNT KEY

1. Topics - 6
   Lessons -12
2. The world map on page 5 is to be used to teach Germany's relative location in the world.
3. HISTORY, Lesson 4, "Germany Political Unity and Disunity," pages 18-24.
4. There are three lessons on the German economy.
5. Differing world views on unification are found on pages 51 and 52.
6. The handout may be used by students to conduct a survey on the public's attitudes regarding international trade.
7. A 59-year-old teacher from what was formerly the German Democratic Republic (East Germany).
8. GEOGRAPHY AND ENVIRONMENT, Lesson 3, "Pollution in Germany: A Complex Problem," pages 12-17.
9. There are nine policy issues discussed.
10. No. These materials may be reproduced.

STRUCTURE OF THE LESSONS

Topic

Lesson Title

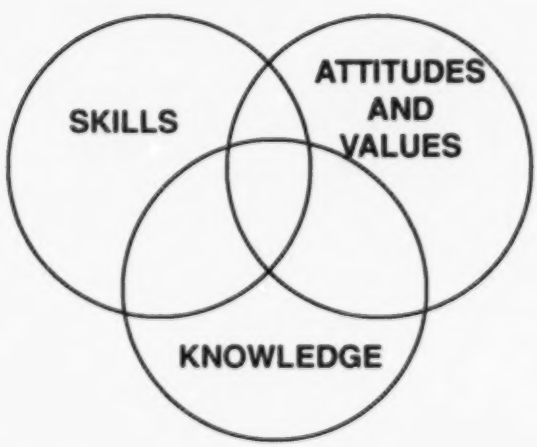
Lesson Objectives

Materials and Resources

Background Information

Activities

Attachments
- Handouts
- Worksheets
- Teacher Resources



LESSON ANALYSIS

1. What makes this lesson work?

2. What obstacles are there to the successful use of this lesson? How can the lesson be adapted?

3. What content and skills must students apply to learn from this lesson?

4. Where could this lesson fit into the curriculum you teach?

5. What follow-up homework is appropriate after this lesson?

SUPPORT MATERIALS

Time Frame: 75 minutes

Materials:
- "One Nation Undivided" video
- The Week in Germany (multiple back issues)
- Focus on Germany (multiple back issues)
- "Materials Commonalities" Transparency
- newspapers, newsmagazines, etc.

Step 1: (40 minutes) Show the video "One Nation Undivided: Impressions of a New Germany" to the participants. Ask them to be prepared to discuss the following questions:
- What did you learn from the video that you didn't know before?
- What things did you find of particular interest?
- What are some ideas for using the video in the classroom?
- How could students benefit from seeing this video about Germany?

Step 2: (15 minutes) Divide the participants into groups of 5 or 6 members. Give one-half of the groups copies of The Week in Germany and the other half copies of Focus on Germany. Ask the groups to scan the issues for common features and to generate a list of instructional uses for these publications. The "Materials Commonalities" transparency contains a list of the common elements of the publications.

Let participants know that to have their name added to the mailing list to receive these publications they need to write:

German Information Center
950 Third Avenue
New York, NY 10022
(212) 888-9840

Step 3: (20 minutes) Use current periodicals to continue the discussion of current happenings in Germany. Editorial cartoons, columns, and/or news stories serve as excellent sources for discussion.

MATERIALS COMMONALITIES

The Week in Germany

Headlines (page 1)
Politics (page 2)
The Press (page 3)
Economics (pages 4-5)
Miscellaneous (pages 6-7)
Photograph (page 8)

Focus on Germany

German History
Culture and Museums
Personality Portraits
Customs, Folklore, Traditions
Fairy Tales
Armed Forces and Defense Policy
Leisure Time, Tourism, Travel
German Cuisine and Wines
Occupations and Vocational Training
Art and Architecture

Available from:

German Information Center
950 Third Avenue
New York, NY 10022
(212) 888-9840

PLANNING AND IMPLEMENTING LOCAL WORKSHOPS

Time Frame: 30 minutes

Materials:

Transparencies:

- Conceptualizing A Workshop
- Making Logistical Arrangements
- Planning the Workshop
- Critiquing the Plan
- How to Ensure an Effective Presentation
- What Do You Do When . . .

Step 1: Review the contents of each transparency.

STEP I
CONCEPTUALIZING A WORKSHOP

Questions to ask yourself:

- What is the purpose of this workshop?
  What do I want in terms of outcomes?

- How much time is available?
  How many participants will be attending?

- What do the participants already know?
  What are the participants doing or not doing in their classrooms that I desire to change?

- How am I going to measure/evaluate the effectiveness of this workshop?

STEP II
MAKING LOGISTICAL ARRANGEMENTS

- set date and time several weeks in advance; inform potential participants
- obtain suitable site (building/room) with moveable tables and chairs for group activities
- arrange for needed audiovisual equipment
- prepare nametags, registration forms, refreshments, evaluation forms, etc.
- prepare adequate quantities of handouts and other materials for distribution

STEP III
PLANNING THE WORKSHOP

- set the stage (share objectives; review agenda; lead get-acquainted activity)

- conduct the workshop (hands-on activities; vary group size; supply background information)

- debrief (connect activities to objectives of the work-shop)

- evaluate (gather data on effectiveness of materials and effectiveness of presenter)

STEP IV
CRITIQUING THE PLAN

- Is the amount of work realistic given the time frame?
- Do the activities fit the topic and measure the objectives?
- Is there a building pattern?
- Does the workshop have varied activities?
- Are there provisions for debriefing and summarizing?

STEP V
HOW TO ENSURE AN EFFECTIVE PRESENTATION

- Arrive at the workshop site early
- Greet participants as they enter the room
- Start on time
- Get someone to assist you
- Don't overwhelm your participants with "everything you know"
- Maintain a high level of participant involvement; don't read to your audience
- Be aware of the time of day; watch participant needs for breaks in addition to those scheduled
- Be aware of the makeup of your audience (teachers, curriculum supervisors, administrators)
- Use humor which is relevant to the topic
- Finish within the allotted time

WHAT DO YOU DO WHEN . . .?

1. One of the participants reacts to the materials or presentation in a negative manner?

2. The length of the presentation is too short? too long?

3. A participant asks a question and you do not know the answer?

4. You see that you are beginning to lose the attention of the group?

5. The overhead projector burns out and the replacement bulb doesn't work?

6. A participant makes an off-color or inappropriate suggestion or comment?

7. A participant makes a remark that is completely inaccurate or misleading?

8. Other:

WRAP UP, QUESTIONS
EVALUATION

Time Frame: 15 minutes

Materials:
- "Workshop Objectives" Transparency
- Evaluation Form (1 per participant)
- "Materials Request Card" (1 per participant)

Step 1: (10 minutes) Review the workshop objectives using the transparency from the morning session. Then ask such questions as:
- Based on what you've seen and heard today, do you have any questions concerning the implementation of the instructional materials about Germany?
- How do these instructional materials fit with existing curriculum?
- Which specific materials would you most enjoy teaching? Why?
- Which specific materials would your students most enjoy? Why?
- How do you plan to incorporate these instructional materials into your lesson plans?

Step 2: (5 minutes) Ask participants to complete the evaluation form.

Step 3: Finally, distribute the Materials Request Cards only to participants who plan to replicate this workshop in their own school district. Collect the cards at the end of the workshop and mail them to:

Goethe House New York
Promotion Department
1014 Fifth Avenue
New York, NY 10028
(212) 439-8697

PLEASE NOTE AND ANNOUNCE: **The Goethe House New York will supply, free of charge, multiple copies of materials for replication of this workshop in your school or school district (a complete set of materials for each person in attendance at a workshop you lead).**

Single copies of these items can be obtained at cost by contacting:

The American Association of Teachers of German
112 Haddontowne Court, #104
Cherry Hill, NJ 08034
609/795-5553

MATERIALS REQUEST CARD
[For Workshop Replication]

I am planning a workshop on contemporary Germany and would like to order the following materials in the quantities indicated:

_____ "Germany: The Search for Unity" Instructional Unit

_____ "The Berlin Connection" (16 min.)
"One Nation Undivided" (29 min.)
2 Videofilms on 1 VHS Cassette

_____ 2 Maps of Germany
Political and Physical 3' x 5' each

_____ "Guide for Workshop Leaders"
(For Training Personnel only)

PLEASE NOTE:
The Goethe House New York will supply, free of charge, multiple copies of materials for replication of this workshop in your school or school district (a complete set of materials for each person in attendance at a workshop you lead).*

***As long as funds remain available.**

Send this Materials Request Card to: Goethe House New York
Promotion Department
1014 Fifth Avenue
New York, NY 10028
(212) 439-8697

In order to furnish you with the materials requested above, please provide the following information:

1. The precise date of your workshop: _____/_____/_____
   month date year
2. The projected number of participants in the workshop: _____
3. Target group: Teachers____ Trainers____
4. Time frame of workshop: Half day____ Full day____ Other____
5. The exact shipping address (with name of person responsible for receiving the material).
   UPS CAN NOT SHIP TO POST OFFICE BOXES.

Name_____

School/Institution_____

Street_____

City_____ State_____ Zip_____

Telephone: School ( )_____ Home ( )_____

_____ _____
Date Signature

WORKSHOP EVALUATION

In an effort to evaluate the effectiveness of this workshop and to provide for future improvements, please complete the form below. Please circle the number that represents your opinion.

	LOW					HIGH
1. To what degree were the instructional methods effective in achieving the workshop objectives?						
· increase their awareness and understanding of developments in contemporary Germany.	1	2	3	4	5	6
· review instructional materials for use in middle and high school classrooms.	1	2	3	4	5	6
· examine plans for implementing an inservice workshop at the building or district level.	1	2	3	4	5	6
2. To what degree were the materials distributed adequate for meeting your classroom needs?	1	2	3	4	5	6
3. To what degree was the overall workshop program effective?	1	2	3	4	5	6

Please complete each statement.

4. The strengths of this workshop were . . .

5. This workshop would be better if . . .